**K-5 ELA Lesson Plan**

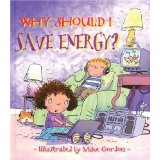
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| **Teacher:** | | | | **Grade:3 task 2** | **Date(s)**: 9/13-9/19 |
| **Unit Title: PROVE IT** | | | | | |
| **Corresponding Unit Task: Two**  **Notes Page- After selecting one of two informational topics to research, students will use this note-taking strategy to collect text evidence for their research.**  **RI.3.1**. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **RI.3.2**. - Determine the main idea of a text; recount the key details and explain how they support the main idea.  **RI.3.5**. - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  **RI.3.7**. - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  **RI.3.10**. - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.  **W.3.8**. - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  **W.3.10**. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **L.3.1**. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.3.1a** - **Explain the function of nouns,** pronouns, verbs, adjectives, and adverbs **in general and their functions in particular sentences.**  **SL.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  **a.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **c.**  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  **d.** Explain their own ideas and understanding in light of the discussion.  **SL.3.6**. - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or  **b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **c.**  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  **d.** Explain their own ideas and understanding in light of the discussion. | | | | | |
| * **Essential Question(s):** How do readers use textual evidence to help answer questions? * How can text features help me locate text evidence? * How can text evidence be used to support informational writing? * How can a good speaker effectively engage in a conversation with a(an) person/audience and appropriately convey their message? | | | | | |
| **Materials/Resources** | **Essential Vocabulary** | | | | |
| **Teacher/Student:**  **-familiar graphic organizers**  **-nonfiction text such as Science A-Z *Energy Resources, Save Water***  **-various trade books on water and energy conservation**  **-note cards, pencils**  **Chart paper, markers**  **Teacher-made tab books for groups**  ***Content Vocabulary:***  **Energy**  **Resources**  **Renewable**  **Solar**  **Renewable**  **Environment**  **Fuel**  **Conservation**  **Pollution**  **Water cycle**  **Climate**  **Global warming**  ***Word Study Station:***  **Laminated copies of Daily Oral Language Practice, vis a vis**  **Noun/Verb**  **http://www.funenglishgames.com/grammargames.html**  [**http://www.funbrain.com/grammar/index.html**](http://www.funbrain.com/grammar/index.html)  **Grammar Gorilla Game for computer station** | **audience –** a group of listeners or spectators  **character** - one of the people (or animals) in a story  **character traits -** various aspects of the character such as physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters  **collaborative discussions -** a group of individuals who work/discuss together using creative problem solving strategies that result in shared decision making  **editing** - A part of the writing process that is concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience;  **explanatory text-** a written selection intended to explain an idea, a topic, or a process  **organization –** the way ideas are put together  **revising** - A part of the writing process that is concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience  **stories -** Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth  **task –** culminating project with scoring guides that provide evidence that the standards have been met  **temporal words**- a word that signals the order of events  **text complexity** – The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations  **text (textual) evidence** - Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science  **text features –** How expository text physically looks on the page | | | | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | | **Instructional Plan: DAY ONE**  **Intro/Hook: Ask for student volunteer be interviewed about summer vacation.**  **Each student table should have a sticky note pad on it. Do not give any directions regarding sticky notes.**  **Without detailed instructions ask the rest of the class to pay attention and try to remember 10 facts from his/her recall of the summer. After “interview” is over ask students to recall main ideas from what they heard. Discuss results. What would be some ways to remember more information? Write down ideas. Writing facts down, drawing pictures, etc. Introduce concept of “taking notes”. What kinds of things do you write down? Every word? Key ideas and concepts? Make note of students using the sticky notes without being asked.** | | | |
| **Gradual Release of Responsibility:**  xModeled   * Shared * Guided Practice * Independent | | **Instructional Plan: DAY TWO**   * **Essential Question(s):** How do readers use textual evidence to help answer questions? * How can text features help me locate text evidence? * I CAN FIND KEY FACTS AND SUPPORTING DETAILS IN MY READING * I CAN WRITE FACTS DOWN AND EXPLAIN MY REASON FOR CHOOSING THESE FACTS   **Modeled Note Taking: Read “Wet all Over” by Joanna Cole. Introduce our two topics…Water and Energy. Model the process of choosing a topic of interest and write it on chart paper. Select a K-2 level trade book( *BOOK LIST* *FOLLOWS PLAN*) on water, for example, and demonstrate reading, then skimming the text. Write down key facts. Notice text features and any graphic organizers in the book. Discuss difference between “copying” words and expressing ideas.** | | | |
| **Gradual Release of Responsibility:**   * Modeled   xShared   * Guided Practice * Independent | | **Key Vocabulary/Pre-Reading**  **Instructional Plan: DAY THREE/FOUR**   * **Essential Question(s):** How do readers use textual evidence to help answer questions? * How can text features help me locate text evidence?   **Share Information and Brainstorm Vocabulary. From United Streaming, show pieces of the Magic School Bus Inside the Waterworks and Getting Energized videos. Choose key vocabulary to discuss. Place results on vocabulary chart.**  **Ask students to select the topic they are most interested in; water or energy and direct them to their particular text for review. Based on this the teacher groups them accordingly. Teacher makes sure groups are evenly divided between the two topics.** | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   xGuided Practice  xIndependent | | **DAY FOUR/FIVE**   * **Essential Question(s):** How do readers use textual evidence to help answer questions? * How can text features help me locate text evidence?   **I CAN TAKE NOTES ON A TOPIC OF MY CHOICE.**  **Instructional Plan: Students will read *Energy Sources* (Science A-Z) or *Save Water* by Kay Barnham about water or energy(leveled readers from Science A-Z) but work on a tab book to show notes IN SMALL GROUPS. *For example*, notes should include: (for water conservation) What are some causes that contribute to lack of water?**  **Why is conserving water important? What are practical steps that can be taken at school to conserve water?**  **Teacher is circulating spending time with each group and guiding the note taking.** | | | |
| **Closing/Summarizing Strategy** | | **SEE ASSESSMENT below** | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | **Language Development** | | |
| **Science Text is often leveled and can be selected for individuals or groups. Science A-Z is a resource website.**  **Students familiar with research topics can continue to research online and in the media center.**  **Quick Reads: *Water Pollution* and *What do you think about Climate Change?* may be used for guided reading**  **\*CLASS DEBATE RESOURCES ON SCIENCE-A-Z**  **\*Science Experiments: Energy: Battery/Bulb and Water Cycle Demonstration**  **\*\*Students may keep energy journal at home which includes how much water their family uses and how “plugged in” they are each day.**  **\*\*School and Home Energy “Audit” Project:**  [**http://www.earthcarecanada.com/EarthCARE\_Program/Lessons/Energy\_Audit.pdf**](http://www.earthcarecanada.com/EarthCARE_Program/Lessons/Energy_Audit.pdf)  **http://www.earthcarecanada.com/EarthCARE\_Program/Lessons/Water\_Audit.pdf** | | **Taking notes can be as simple or as extensive as student ability requires.**  **1-3 “notes” should be sufficient for below-level students.**  **Students struggling with the amount of writing involved can use the computer to generate notes.** | **Peer tutoring will be used to help students with ESOL needs. Vocabulary should be used and re-used so that ALL students are familiar with terms.**  **Students can listen to texts read to them on RAZ kids and some Science A-Z books are audio as well.** | | |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): DAY FIVE**   * How can a good speaker effectively engage in a conversation with a(an) person/audience and appropriately convey their message? *EQ*   **I CAN SHARE WHAT I HAVE LEARNED ABOUT ENERGY/WATER WITH THE WHOLE CLASS.**  Have groups share out their TAB BOOKS they made about both WATER and ENERGY conservation. Using a **shared inquiry** method, have a class discussion about both topics. Why were some facts more important than others? What made a fact a MAIN IDEA? Teacher makes informal observations about student readiness for next task **(writing a factual paper based on group notes from text)**  \*\*To assess **individual understanding** use a **QUICK READ such as *Water Pollution* from Science A-Z**. Ask students to take notes on their article. **Conference** with students the following day.  \*\*Also include Word Work from Science A-Z Unit (includes crossword puzzles, daily cloze tasks, Mad Libs, etc. | | | | | |
| **Teacher Reflection:** (Next steps?)  Monitor and assess the readiness of the students to put their thoughts/notes into paragraph/paper form.  Meet and troubleshoot with individuals/groups during guided reading. Make sure energy/water teams are even in number.  Resources:  http:// [www.sciencea-z.com](http://www.sciencea-z.com)  http://www.scholastic.com/teachers/article/magic-school-bus-teaching-resources | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading*

*Trade Book List*

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| |  |  | | --- | --- | |  | **Call No. 010138** **The Drop in My Drink: The Story of Water on Our Planet** / By Meredith Hooper and Chris Coady. New York: Viking:  1998. An interesting book that follows the path of one drop of water from the creation of Earth up to the present day. Focuses on the concept that all the water that has been and is on the planet is all the water we will ever have. Gr. 3-5. | |
| |  |  | | --- | --- | |  | **Call No. 010141** **The Magic Schoolbus at the Waterworks** / By Joanna Cole and Bruce Degen. New York: Scholastic:  1986. Ms. Frizzle takes her class on a trip to the city waterworks that is anything but normal. She drives the magic schoolbus into a cloud, and the children fall like raindrops and are processed as part of the city’s water supply. Ingenious. Gr. Preschool-2. | |
| |  |  | | --- | --- | |  | **Call No. 010142** **A Drop of Water: A Book of Science and Wonder** / By Walter Wick. New York: Scholastic:  1997. Walter Wick’s photographs of water in all its fantastic forms are the highlight of this book that seeks to explain concepts like surface tension, adhesion, capillary attraction, molecular motion, freezing, evaporation, and condensation from a visual perspective. Gr. 3-6. | |
| |  |  | | --- | --- | |  | **Call No. 010143** **Re-Cycles** / By Michael Elsohn Ross and Gustav Moore. Brookfield, Conn.: Millbrook Press:  2002. The life cycle of a tree and a drop of water are used to explain the changes that the Earth’s soil and water go through over time. This book also contains information on composting. Gr. K-3. | |
| |  |  | | --- | --- | |  | **Call No. 010145 Kids** **Drip Drop: Water's Journey** / By Eve Stwerktka and Albert Stwerktka. Englewood Cliffs, N.J.: Julian Messner:  1991. *Drip Drop* traces water's journey from tap, through the sewers, to the treatment plant, and beyond! This book features many simple water-related experiments for kids. Gr. 3-6. | |

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[](http://www.amazon.com/Why-Should-Save-Energy-Books/dp/0764131567/ref=sr_1_1?s=books&ie=UTF8&qid=1342704915&sr=1-1&keywords=Energy+conservation)

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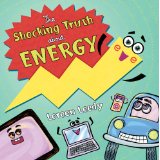


**Paperback:** $6.99

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[Why Should I Save Energy? (Why Should I? Books)](http://www.amazon.com/Why-Should-Save-Energy-Books/dp/0764131567/ref=sr_1_1?s=books&ie=UTF8&qid=1342704915&sr=1-1&keywords=Energy+conservation) by [Jen Green](http://www.amazon.com/Jen-Green/e/B001I9QD26/ref=sr_ntt_srch_lnk_1?qid=1342704915&sr=1-1) and Mike Gordon (Feb 1, 2005

11.

[](http://www.amazon.com/Shocking-Truth-about-Energy/dp/0823423883/ref=sr_1_11?s=books&ie=UTF8&qid=1342704915&sr=1-11&keywords=Energy+conservation)

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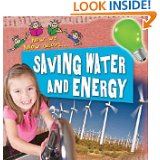


**Paperback:** $7.95

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[The Shocking Truth about Energy](http://www.amazon.com/Shocking-Truth-about-Energy/dp/0823423883/ref=sr_1_11?s=books&ie=UTF8&qid=1342704915&sr=1-11&keywords=Energy+conservation) by [Loreen Leedy](http://www.amazon.com/Loreen-Leedy/e/B001JRZTJ0/ref=sr_ntt_srch_lnk_11?qid=1342704915&sr=1-11) (Jul 1, 2011)

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[](http://www.amazon.com/Saving-Water-Energy-Know-About/dp/0778747409/ref=sr_1_12?s=books&ie=UTF8&qid=1342704915&sr=1-12&keywords=Energy+conservation)

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**Paperback:** $6.95

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[Saving Water and Energy (Now We Know About...)](http://www.amazon.com/Saving-Water-Energy-Know-About/dp/0778747409/ref=sr_1_12?s=books&ie=UTF8&qid=1342704915&sr=1-12&keywords=Energy+conservation) by [Philip Steele](http://www.amazon.com/Philip-Steele/e/B0028OJSWW/ref=sr_ntt_srch_lnk_12?qid=1342704915&sr=1-12) (Aug 1, 2009